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ABSTRACT

This guide is a tool designed to help workers and youth work together as a team. The guide will help them to determine what each young person can or could do well (their capabilities and capacities) and, also, what is "needed," that is, if there is anything missing, absent or required in a young person's life. The guide is divided into five sections focusing on Context, Connectedness, Care, Capability, and Change. In each section are found that section's objectives, the assumptions that support these objectives and a series of questions that will assist workers and youth in clarifying the youth's needs. This guide is meant to: be simple and easy to use, improve workers' and youth's understanding of young people's needs, assist in better planning to meet youth's needs, and involve youth directly in the assessment and planning process. (Contains 30 references.) (GCP)

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GUIDE FOR NEEDS ASSESSMENT FOR YOUTH

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GUIDE FOR NEEDS ASSESSMENT WITH YOUTH

What is this Guide for?

This section explains what this guide is for. Everyone should read this.

This Guide for Needs Assessment is a tool that will help workers and youth work together as a team. The guide will help them to figure out what each young person can or could do well (their capabilities and capacities) and, also, what is 'needed,' that is, if there is anything missing, absent or required in a young person's life.

The Guide recognizes that people are all different and that it takes time for people to get to know each other and to learn what works best for different people in different situations. Sometimes, getting to know new people can be confusing, especially if they come from different parts of the world (or even different parts of the same city), if they are very different in age and, even sometimes, if they are of the opposite sex. When a young person first meets with a new youth worker, she or he doesn't know what to expect. This may be the first person the young person has worked with or the twenty-first, but she or he still doesn't know what *this* person is going to be like. It may be hard at first because neither the worker nor the young person really know each other, but things can work well if both the worker and the youth help each other out. This Guide is designed to assist both the young person and the worker to find the best possible ways to work together.

For workers and young people to have the best chance at working as a team, they need to get to know each other. If a worker knows what is important to each youth, what the young person thinks about things, what makes him or her happy or mad, and so on, the worker will

be better able to understand where the young person is coming from. This way the worker might know when to leave something alone for a while or might make suggestions that really fit with that young person, and what he or she likes or wants to do. In the same way, young people might find it good to know some things about the worker who is helping them.

This guide will give young people and their workers some ideas about how to work together in a positive way. This guide also provides questions that help people to think about things that are important in a helping relationship. Young people and workers who use the guide will probably learn something new and useful about themselves. Working through some or all of the questions in this guide can help young people and their workers talk about things together so that they can figure out what is helpful and useful for the young person participating in the assessment.

This guide is not intended to replace existing tools that agencies may use, especially risk assessment procedures. We believe that risk assessment should be linked carefully with needs assessment and that one does not replace the other. This guide is meant to:

1. be simple and easy to use,
2. improve workers' and youth's understanding of young people's needs,
3. assist in better planning to meet youth's needs, and
4. involve youth directly in the assessment and planning process.

Background Research and Policy

This section will be of interest to some because it explains why this guide was created.

This guide takes the British Columbia *"Youth Policy Framework"* seriously. This document, released in May 2000 by the Ministry for Children and Families (now Ministry of Children and Family Development), outlines youth needs that are similar to those articulated in the national youth policy documents presented at the Civicus Conference in 2001. The *Ministry of Children and Family Development Youth Policy* proposes to address youth's needs within the context of key environmental influences, which affect the youth's health and well-being. The influences highlighted are the "social and economic conditions in which youth live, play, and work," their "sense of control," and their "family and social connections." Under each of these aspects are listed those needs which are considered necessary to securing healthy and positive outcomes for youth. The document suggests that the planning of service delivery to youth should be based upon the needs identified within this environmental perspective (2000, p. 5).

British Columbia Youth Policy Framework

KEY INFLUENCES:	NEEDS:
Social and economic conditions, in which youth live, play and work.	• Basic needs met (housing, food, clothing) • Safety and security • Opportunities for learning, work and play
Family and social connections	• Family and cultural connections • Peer relationships • Adult relationships • Mentors • Schools • Community
Sense of control over their lives	• Value and respect • Information, knowledge and decision-making skills • Meaningful participation • Opportunities for self-definition • Creating positive futures

The research on understanding needs supports British Columbia's policy and identifies four critical components as necessary to good needs assessment: positive relationship, sensitivity to gender and culture, voice and planned change grounded in theory (Ricks & Charlesworth, 2000; Sharpe, 2001a & b; Van Bockern, 1998).

This guide is based on the research mentioned above and additional research and consultation with youth and workers from three Vancouver Island communities. A key point that emerged in focus groups and interviews with workers and youth was that positive relationships are essential to needs assessment. The importance of relationship was also noted by Clark (2001) who, in his research on 40 years of psychotherapy outcome studies, found that after individual client factors, such as capability, capacity and potential which account for 40% of behaviour change, positive worker-youth relationship accounts for 30% of behaviour change. Along with client factors and relationship, hope and expectancy are grounded in the following: 1) worker's success at conveying an attitude of positive expectancy without minimizing the problems and pain faced by the youth, 2) the worker's skill at turning the focus of the youth's efforts towards the present and the future instead of the past, and 3) the worker's ability to instill a sense of self-efficacy and possibility in the youth. These hope and expectancy-related factors account for 15% of behaviour change, and finally, intervention techniques, programs or models account for the remaining 15%. Thus, taken together, client capability, the relationship between client and worker, and hope and expectancy account for 85 % of behaviour change, while technique accounts for only 15%. Research like Clark's (2001) has shown us that the relationship between people and their workers is very important. Young people find it most helpful when they and their workers can find hope together in the young person's situation while paying attention to the problems and pain in the young

person's life. Young people also find it helpful when they and their workers can focus on the 'now' and 'tomorrow,' instead of the past. Young people find it helpful when they and their workers have conversations about what the young person can and/or has done well and what good things they can do in the future.

Youth told us repeatedly that they do not cooperate with workers with whom they have no established connections or with assessments that they believe are disrespectful and intrusive—that is, assessments that ask them to answer what youth described as "irrelevant and demeaning" questions about their personal lives, relationships and activities. Clark (2001) also recognized this dynamic and stressed a very important point often overlooked by adults. It is the youth's assessment of her/his relationship with the worker that matters. If a young person doesn't feel positive about and involved in the relationship with the worker, the relationship doesn't really exist, regardless of how it may be defined by the worker. As Clark noted, it is important that young people feel they have a good relationship with their worker—what young people think, their experiences and their opinions matter.

Clark (2001) also comments on the reason why diagnoses of problems based on impersonal assessments don't work. Youth are active and generative, the severity and magnitude and frequency of problems are constantly changing, and change itself is a powerful client factor. Thus, as he points out, we do youth a profound disservice if we take an approach that represents their problems as static and constant, that is, as captured in diagnostic labels, because this implies that a youth's presenting problems have a quality of permanence that is contradictory to the notion of change. Clark states that worker "expertise continues to be vital and required; but only to guide and raise the three critical ingredients—the tactical triad—of a youth's resources, perceptions and participation" (p. 26). These

critical ingredients should, therefore, be a part of any assessment and are, for that reason, included here. Young people and workers should not focus on 'what is wrong and what a person cannot do,' but instead what a young person can already do and has in his or her life, what she or he thinks, and what she or he is willing to try.

This guide was designed to be particularly sensitive to gender, sexual identity and cultural diversity. Gender, sexual orientation and culture are important considerations because our individual experiences in each of these areas shapes how we see others and ourselves.

Gender

Women often put aside their own needs in order to meet the needs of others (Gilligan, 1982). For women in Euro-western culture, maturity is still defined mostly in terms of their relationships and on a morality of care based on holding together relationships and emotional ties. Disconnections and violations in girls' relationships will often affect their well-being in a negative way, will undermine their ability to trust themselves and others, and may even keep them from staying in school (Miller, 1988). Artz (1998) found that, especially for girls who are experiencing problems in their lives, *being close* usually means being like the person to whom one is close to and being able to feel that person's feelings. The personal needs of these girls are generally lost in their relationships which demand that they first look after the needs of others.

Adolescent girls today are uncomfortable about identifying and stating their needs because our culture has taught them that it is more important to be *nice* and *unselfish*. Thus, workers need to help girls learn to spend time understanding their own feelings and to identify and assert their own needs (Pipher, 1994). Adolescent girls in our culture have grown up in

an environment that suggests they look to others rather than to themselves for rewards and praise. This means that girls often become other-oriented, reactive and depressed when someone isn't there to say that they are okay. Also, living in a world that makes attractiveness a woman's most important characteristic makes it difficult for adolescent girls to value themselves for anything other than body image (Pipher, 1994; Tanenbaum, 1999). Girls' negative behavioural symptoms "reflect [among other things] their grief at the loss of their true selves" by being pressured to "put aside their true authentic selves and display only a portion of their gifts," in essence, "to be someone they are not" (Pipher, 1994, p. 22). These social and cultural conditions make it important to be open to girls who present themselves as guarded, assertive, independent, separate and rational (i.e., who present themselves in ways that challenge gender stereotypes) (Leadbeater, Blatt & Quinlan, 1995).

Boys, like girls, also experience problems because of socially constructed rules that tell them how to behave because they are boys (Canada, 1998; Garbarino, 1999; Plummer, 1999). William Pollack (1998) outlines three myths that perpetuate the *Boy Code* for boys' behaviour in Euro-western culture that essentially puts boys in a "gender straitjacket."

Myth #1: *Boys **will** be boys*—Boys' behaviour is predetermined by nature and testosterone, and, therefore, people have little power to affect boys' personalities, behaviour or emotional development. The truth is that, while testosterone contributes to boys' natural patterns of behaviour such as proclivity for action, it is not a major factor in determining other behaviour such as violence.

Myth #2: *Boys **should** be boys*—Society insists that boys fulfill the stereotypical dominant and macho image. Boys should be tough, demand respect from others and

never act like girls. Pollack prompts us all to assert the diverse ways in which boys can express masculinity, drawing on different cultures and eras for examples.

Myth #3: *Boys are toxic*—This reflects our propensity to perceive boys as psychologically unaware, emotionally unsocialized, aggressive, insensitive, unpolished and uncivilized.

Pollack (1998, p. 25) stresses the importance of unlearning the *Boy Code* and making sure that all boys have the opportunity for close, emotionally rich relationships based on connection with others.

Workers, like the youth they serve, are just as capable of being caught up in seeing the world through gendered lenses, lenses which directly affect they way in which they see their clients. Workers should strive to avoid gender bias (Gilbert, 2000). Studies in Australia indicate that workers commonly think that girls are more difficult to work with than boys (Baines & Alder, 1996). They feel this way because they see girls' needs as emotional rather than as practical, that is, as self-indulgent and too demanding. These workers found that the emotional needs of young women made them feel inadequate as workers because they felt incapable of dealing with those needs. They also viewed young women's outward expressions of aggression as unfeminine and unacceptable in young women; although, they were quite willing to tolerate, and even applaud, aggression in the boys. Okamoto and Chesney-Lind (2000) also found that gender plays a role with regard to how workers see their clients.

Sexual Orientation

Sexual orientation is another important issue to consider when working with assessment tools. Workers should strive to more fully appreciate and better understand the unique

strengths, needs and lifeworlds of gay and lesbian youth and youth who are still struggling to understand their sexual identity (DuBeau, 1998). The assumption that everyone is heterosexual is so dominant that most workers do NOT create opportunities for the expression of sexual diversity (Daley, 1998).

Culture and Needs Assessment

Just as it is important to pay attention to gender, it is important to pay attention to culture. In any society, there are different expectations and demands for behavior, beliefs and adaptations across different cultures, subcultures and situations. These differences come from culturally different ways of thinking about concepts of self and ways of communicating and coping (Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci, et al., 1996). It is, therefore, vital to carefully consider and explore cultural influences during an assessment because unexamined culturally based assumptions may result in confusion, misinterpretation and labeling (Lezak, 1995; DSM-IV, 1994). Before conclusions are drawn about people's lives, any cultural explanations of issues or problems should be explored, and cultural needs and influences should be examined and understood (Sattler, 1986). The influence of culture on standardized test performance can be significant and should not be overlooked (Lezak, 1995). Thus, any assessments that are not standardized for particular minority groups are of little use to these groups. Further, one should not assume that each member of a minority group experiences his or her ethnicity in the same way (Sattler, 1986).

The particular needs of youth will vary in relation to their culture, experiences, situation, personality and gender (Richardson, 2001). Youth workers need to be aware of their own beliefs and ideas about what is normal for any cultural group and should avoid stereotyping groups of youth. In order to avoid the pitfalls of over-generalizing the shared experiences of

any group, an ecological approach to assessment, an approach that looks at all parts of a person's life, is recommended (Kemp, Whittaker & Tracy, 1997). This needs assessment tool has been designed to consider all the systems within an individual's life: intrapersonal, family, peer, social, cultural and community. This guide invites a respectful and positive exploration of all aspects of a person's life as part of needs assessment and makes room for each person's unique way of being.

How the guide is organized

Workers and young people told us it is important that this guide is youth-friendly and that it should be written in easy-to-understand language. Young people and workers also helped us to understand that there are five important areas to consider during needs assessment with youth. These areas (domains) are: **Context, Connectedness, Care, Capability, and Change.**

The **Context** domain includes questions about many things in a young person's world (environment): where he/she is living, school, the neighborhood and community, the youth's cultural and ethnic heritage and his/her gender identity. It also includes things that affect the youth both directly and indirectly (such as opportunity for work, the kind of neighborhood they live in and the level of community support available to them).

The **Connectedness** domain provides questions about the young person's relationships with his or her family and friends and asks questions that are aimed at helping the young person and the worker get to know each other in the way that best suits what they have to do together.

The **Care** domain provides questions that help the youth and the worker talk about how they take care of themselves. It also provides questions that help them to talk about their emotions, their expectations of each other and the youth's feelings and expectations about others involved in the young person's life.

The **Capability** domain focuses on what the youth can already do or has done; it emphasizes the young person's strengths and achievements. It also provides questions that help the youth and the worker talk about the future of the young person.

Finally, the **Change** domain explores the youth's sense of responsibility and involvement in facing his or her current identified challenges and the youth's beliefs about those parts of

his or her life that have been identified as problems. This section applies the *Transtheoretical Model for Stages of Change* developed by Prochaska, DiClemente and Norcross (1992), which is a carefully thought out way of understanding anyone's views of his or her problems. This approach recognizes that what is a problem for some is not a problem for others. This allows workers and youth to determine the youth's current way of seeing his or her problem so that they can come up with the best way to approach the problem.

Research on needs assessment supports the above five areas as important to any needs assessment with young people. In the guide, along with questions that will allow workers and youth to ask each other questions and answer questions in the five areas, we explain the focus of each area, and we provide a way to figure out what to do if anything is found to be 'needed' in each of the areas.

The guide gives youth an important role (as they should have) in the assessment process by inviting young people who are being assessed to ask questions of workers. This two-way information exchange is meant to assist in the creation of a good helping relationship. This approach is supported by Child, Family And Community Service Act Rsbc 1996, Chapter 46, Guiding Principles 2 (d), which states that the child's views should be taken into account when decisions relating to a child are made.

Additional resources and support for using the guide can be found on the University of Victoria School of Child and Youth Care website at web.uvic.ca/cyc/naty.

How to use this guide

This guide is divided into five sections focusing on **Context**, **Connectedness**, **Care**, **Capability**, and **Change**. In each section are found that section's objectives, the assumptions that support these objectives and a series of questions that will assist workers and youth in clarifying the youth's needs.

Important things for young people to know about the guide

- This tool is for young people. It is our hope that, by using it, you may find your relationship with your worker to be more helpful to you. With that in mind, we suggest that you be honest, at least with yourself. You may not think that you need help, or it may be hard for you to ask for and accept help; we understand that and have tried to keep this in mind as we developed this guide. We believe that everybody needs people around them that are supportive and caring, regardless of whether they need 'help' or not. We hope that this guide will assist you and your worker to form a supportive and genuinely helpful relationship. By that, we mean a relationship in which you feel cared for, supported, and accepted for who you are.
- Each person has the right to ask whatever questions they want and to answer whatever questions they want. If a person does not want to answer a question, they should not have to provide a reason for not responding. Some of the questions may seem like they do not apply. You do not have to ask questions or answer questions that you do not think are necessary or are not interested in answering.
- *This is not a test!!!!* Young people and workers should take their time with the guide. There is no time limit, and there are no penalties for questions that do not get answered.

- The guide does not have to be read like a book, from front to back. You and your worker should feel free to decide which questions to ask, which questions to answer, and which questions to 'go back' later if they do not make sense or do not get answered the first time.
- You should be able to have photocopies of any or all of the guide pages to take with you, if you wish. You may want to keep track of your answers so that you can look back at them later on to see what you said and to see the changes that you made in your life over time.
- What young people think and feel is important. We hope this guide helps young people to make their thoughts, feelings and opinions known so that those who are there to help them can do so in the best possible way.

Important things for workers to know about the guide

- It is important that workers consider ethnic, cultural or gender issues for each young person, *prior to using the guide*. Some questions may be intrusive or confusing to young people from different cultures or orientations. If a worker is unfamiliar with the background of a young person with whom he or she is working, B.C.'s Ministry of Children and Family Development has information about the values and beliefs of many cultures, as do intercultural associations, and there are many websites specifically dedicated to providing information on individual cultures. For information about gender and sexual orientation, there are local agencies in most communities that could provide information in this area. In addition, there are many websites available, including the *Gay Youth Newsgroup* (www.smyal.org) and the *Sexual Minority Youth Assistance League* (www.youth.org.ssyglb/ resources.html).

- This guide is designed for workers and young people to use **together**. To that end, in each section, not only workers but also youth may ask questions. Some questions that the youth can ask the worker may be uncomfortable for the worker to answer or may be contrary to agency guidelines about personal disclosure. Workers may chose not to answer some questions or may answer vaguely (e.g., in response to "Who do you live with?" a worker could say "my spouse, daughter and pet dog" and not provide any further identifying information). They may choose not to respond. If this is the case, we suggest workers try to be as honest as they can with the young person about why they are choosing not to reveal that information. These same ideas about respecting a person's right to give or not to give personal information also apply to the young people. Workers are encouraged to consider the questions from the perspective of their role with the young people with whom they work, and to use professional judgment in deciding which questions may not be suitable in their circumstance. For example, the questions asked by a therapist may be different than those asked by a probation officer.
- At first it may feel awkward to use the guide, in that it may feel like a script. Most of the questions will generate plenty of non-scripted conversation. If either the worker or the youth is feeling like she or he is reading a script, we suggest talking about that. It is natural to feel awkward when trying out a new approach like this. If the young person and worker can, together, focus on the intention behind the questions—that is, on using the questions to develop a practical approach to providing the best possible assistance to the young person—they will find the guide helpful.

- Sometimes young people have to complete other needs assessments or risk assessments. This guide is not intended to replace those procedures and is not presented as an alternative to risk assessment. It may be used in conjunction with risk assessment procedures or other needs assessment procedures if desired.
- If there are other workers involved with a young person, it may be helpful to discuss with the young person how information that is learned from asking questions contained in this guide can and/or should be shared with those other workers. Workers should respect and discuss with youth the limits of confidentiality and talk about how to include the young person in the decision about what information is shared.
- Some youth may not like lengthy discussions and may prefer not to talk about or have difficulty understanding abstract concepts. The worker should use their judgment about what questions may be inappropriate or require rewording for each young person with whom they work.
- The length of the time that is spent on the guide is expected to vary with each young person and across sessions, as things happen in their lives. The guide was designed for very flexible administration.
- Young people and their workers often have plenty of things to do together, like finding the youth a place to live, applying for British Columbia Identification (BCID), or many other things. The guide should not be viewed as more important than those things. Instead, the guide can be used in addition to those activities, as time allows.

- Workers should avoid making the guide an administrative burden for themselves and youth and use it as necessary and when convenient to facilitate relationship building with the young person with whom they are working.
- Some of the questions in the Needs Assessment may ask for information that the worker and young person may have already discussed (e.g., where do you live and with whom?). Some of the questions in the Needs Assessment guide may not be relevant because they don't apply to the young person's situation. Workers and youth may 'skip' questions that are not relevant
- It is suggested that workers and youth make notes about their answers to the questions as they work their way through each section. As the young person and his or her worker figure out any needs that come up, these needs can be transferred onto the Collaborative Plan page.
- The identified needs should be the basis for setting goals.
- The steps that workers and youth will take toward achieving each goal should be identified and recorded.
- A clear description of what will be in place when each goal is achieved should also be recorded.

To aid in the use of this guide, coloured paper has been used to highlight specific sections. The blue pages contain the objectives and assumptions for each of the sections. The yellow pages contain the corresponding questions for workers and youth to use in exploring needs. These questions are designed to assist workers and youth in discussing and agreeing upon what they should work on so each section is meant to facilitate a conversation about the things that are presently working and not working in the young person's life. Identifying

strengths is as important as identifying needs because these strengths will help to find ways to meet the identified needs. A *Collaborative Plan for Identifying Needs and Planning Responses* is added to each section on green paper. There are two green pages for each section. (Note: if you are downloading this guide from our website, it would be helpful to you to print or copy the sections noted above on appropriately coloured paper.) To fill in the plan, first identify all those things that you (the youth and worker) agree are already going well for the youth. These are the youth's already-in-place strengths, achievements and successes, or in the case of the section on change, things that don't need to be changed. After identifying the youth's strengths, achievements and successes in each section, identify anything that you both think is a need. Beside this, write down what you think it would take to fulfill that need. Next to that, describe in point form the steps that you will need to take to get closer and closer to fulfilling the need, and, beside that, describe how you will know in really concrete ways that the need has been fulfilled. Following through on all these steps will help you keep track of your plans and will help you to know when you have reached another goal and created another strength.

At the end of this guide, you will find a glossary with the intended definitions for terms that we have used throughout this document. Also attached are the references that we have cited and the addresses for some web sites that may be useful to you.

Good luck and all the best with your efforts!

To be read together

CONTEXT

Objectives:

In this section, the young person and worker ask each other questions about the world (environment) each is living in, like where he/she is living, attending school or working, any important cultural or ethnic issues that should be considered, and about what responsibilities and choices each person has. As these conversations take place, the two may talk about some things that are going really well, and they may also identify something that the young person might need.

Assumptions that guide the context questions:

1. People need a place to live that is more than a roof over their heads. They need a home in which they can feel good about themselves, and they need to be with people who accept and value who they are, including their cultural, ethnic and group membership and gender identity.
2. People need, for the most part, to like where they live and who they live and work with, and they need to feel safe and reasonably happy with their surroundings.
3. When working with helpers, clients need to have a sense of a manageable group (that is, they need to feel that the number of people they have to meet with is manageable), and they need to have the right to identify who among that group they believe is actually helpful.
4. People have a right to information about the processes they are involved in and a right to give or withhold informed consent regarding what is done with them.

A need in this area is any factor, dynamic or condition that could be added, stopped or changed so that the youth can experience better living conditions and a sense of belonging.

CONTEXT

WORKERS	YOUTH
Where are you living and who do you live with? *Who are the people living at that address?*	Who do you live with?
How do you feel about where you live? *Where do you feel safe and happy?*	How do you feel about where you live?
How do you spend your days? *In school? Working? Hanging out?* *What are you good at when you (whatever they spend their time doing)?*	How do you spend your days?
What do you do for fun?	What kinds of things will we do together? *What kinds of things do you have to do - what do you not have a choice in doing - what can't you do?*
Everybody, no matter where they come from, belongs to a group of people that has certain ways of being. What is the group you feel most comfortable with like? *Explore cultural and ethnic issues as they come up.* *What do you do to fit in?* *Is there anything about how that group does things that I need to know so that I can be respectful with you?*	How do you feel about working with young people? *How many young people are you working with?* *How much time will you have for me?* *How do you feel about working with male youth? Female youth?*
How many people are working as helpers with you right now? *What are they trying to do?* *Where do they work?* *What do you like about what they're doing?* *What do you not like about what they're doing?* *What do you notice about the way women work with you? About the way men work with you?*	What should I do if I really need to talk to you and can't reach you? Where should I go/whom should I talk to?
What do you think you have control over in your life? *About what things are you able to make decisions in your life?* *Are there things other people want you to do? Like what?*	What are you responsible for?
What are you responsible for?	What do you think it means to be an adolescent/teenager today?
What do you think it means to be an adolescent/teenager today?	

To be read together

CONNECTEDNESS

Objectives:

In this section, the worker and the young person will talk about family, friends and relationships that are important in their lives. 'Important,' in this case, means people that *matter*. They will also talk about how they can work together and determine what, if anything, might help the youth to feel better heard, cared for, respected and valued.

Assumptions that guide the context questions:

1. People have a need for positive give and take relationships that allow them to experience belonging and affection.
2. People have a need and a right to honesty, openness and genuine positive regard in their helping relationships.
3. People have a right to be treated with dignity and respect.
4. People have a need and a right to be heard.

A need in this area is any factor, dynamic or condition that could be added, changed or taken away to increase opportunities for the young person to have helpful and positive interpersonal and social experiences.

CONNECTEDNESS

WORKERS	YOUTH
Who do you feel close to? *Who matters to you?* Who do you think you can be real (genuinely yourself) with? *Who do you think is real with you?* *What makes it possible for you to be real with that person/people?* What do people in your life do that makes you feel cared about? What helps you to feel heard and respected? Among the people who are working as helpers with you right now, who is really important to you? Everybody, no matter where they come from, is influenced by their gender. *(For girls)*: In your experience, what does it mean to be female? *What do you think about women?* *What do you think about men?* *(For boys):* In your experience, what does it mean to be male? *What do you think about men?* *What do you think about women?* What do you need from me? *What should I do if I can't give you what you want?* *Does the way you're being worked with fit for you?* Are there other ways you think we should be doing things? Like what?	Why have you chosen the work that you do? *What did you have to do so people would hire you for this job?* *How much are you getting paid to work with me?* *What kind of help do you get in your job when you aren't sure what to do or need to talk to someone?* How long will we be working together? How did you learn what you need to know to understand my situation? *Have you ever been through the same life experiences as me, or have you only read about them?* *What do you need from me so that you can be real with me?* How do you show young people that you respect them? What will you do if you and I get into conflict? *What should I do if I just can't work with you?* *What will happen to me?* How can I let you know that I'm ready or not ready to work with you? What will happen to our relationship when we're finished working together? What do you think it means to be female? To be male?

To be read together

CARE

Objectives:

In this section, the worker and the young person will talk about the helping styles that work best for the youth. They will also talk about how they cope with stress and what happens when each person feels under stress or frustrated. Ways in which the young person has successfully cared for her or himself should be identified.

Assumptions that guide the care questions:

1. People have a need to have their emotional gestures, actions and behavioral expressions understood.

2. People have a need and a right to have their feelings treated with dignity and respect.

3. People need to understand their own emotions.

4. Workers and young people need to work together to understand their own and each other's emotional gestures, actions and behavioral expressions in order to form a genuine relationship.

A need in this area is anything that might be added, changed or taken away that might improve the young person's access to the best possible care and support. To derive need, look for what, if anything, could/should be changed.

CARE

WORKERS	YOUTH
How do you cope with stress? *What has worked well for you? Give me an example.*	How do you cope with stress? *What has worked well for you? Give me an example.*
What kinds of things stress you out? *What do you do when you feel stressed?* *How can I tell when you might be stressed?* *What do you want me to do/what should I not do when you're feeling stressed?*	What kinds of things stress you out? *What do you do when you feel stressed?* *How can I tell when you might be stressed?* *What pushes your buttons and what should I do when your buttons are pushed?*
What pushes your buttons (*what irritates you*)?	When you're really frustrated and stressed, how do you express yourself?
What should I do when your buttons are pushed?	
When you're really frustrated and stressed, how do you express yourself?	What can I expect from you when you are upset?
What should I do when you show your frustration and stress?	What can I expect from you when it comes to supporting me to deal with my feelings?
What do you do when you feel sad?	
What should I do or not do when you are sad?	What are the guidelines about dealing with difficult feelings and strong expressions of negative emotion that you have to work with which will affect me?
What can I expect from you when you are upset?	
What can't I expect from you when you are upset?	
What can I do to help you stay in control of yourself but still let me know how you feel?	

To be read together

CAPABILITY

Objectives:

In this section, the worker and young person will identify what is needed to ensure the best possible recognition of the youth's capabilities, capacities and potential. This recognition will support youth in developing a sense of what they can and could do and in developing a sense of personal responsibility.

Assumptions that guide the capability questions:

1. Every individual has some ability that can be valued, fostered and encouraged.

2. People feel more competent and better about their abilities when they are able to experience themselves as capable.

3. Positive recognition for what people do helps them to feel like they belong and helps them to care about others.

4. Having something to do, contribute, learn and develop gives people the opportunity to belong, share and plan for the future.

A need in this area is anything that could be done to improve the support available to a young person. To derive need, the young person and worker look at things that could/should be done to enhance the young persons' chances for making the most of his/her capabilities.

CAPABILITY

WORKERS	YOUTH
What do you like to do? What kinds of things are you good at? *What makes you good at those things (what skills/abilities make it possible)?* What kinds of things would you like to become good at? *Who needs to know that you are interested in learning x, y, z, and how can I help you make sure that person is aware of this?* How do you describe yourself to yourself, to friends, to the adults in your life? Are there things that you find hard that you would like help with? *Like what?* Are there things that you find hard that you'd rather not work on right now? *Like what?* What works for you when you want to tell someone something? What makes you unique? What makes you similar to other youth your age? Is there anything you're hoping I can teach you? *If so, what?*	What do you like to do? What are you good at? *Were you always good at those things?* Are there things you find hard to do? *What do you do about the things you don't do very well?* How do you describe yourself to yourself, and to other people in your life? Is there anything I can do to help you understand me better?

To be read together

CHANGE

Objectives:

In this section, we focus on how to approach making changes, especially making changes to conditions or actions that cause people problems. We have used an approach called the *Transtheoretical Model for Stages of Chang*e developed by Prochaska, DiClemete and Norcross (1992) to help workers and youth make changes in ways that have worked very well for many people who have used it. This approach acknowledges that people don't all see the need for change in the same way and that making changes depends somewhat on timing. In other words, this approach recognizes that not everyone is ready for change at the same time and that people make changes in different ways and provides ways of working with these differences.

Assumptions that guide the change questions:

The *Transtheoretical Model for Stages of Change* recognizes the different ways in which people approach change and problems and includes five stages that people move through in the process of personal change.

In the first stage: Pre-contemplation—people do not yet believe an issue of theirs that has been identified by other people as being a problem has anything to do with them. If the problem is a problem at all, it is someone else's problem and not something that people are willing to see as *their* problem or their responsibility. It is as if these people either can't see the problem as theirs or won't see the problem as theirs so forcing them to begin working on the problem doesn't usually work. Before people can work on a problem, they have to be helped in a non-threatening way to become aware that they have a problem.

Raising people's awareness and educating them through exposing them to information about the problem without making this personal can help. For example, some people get into a lot of fights, but don't think it's their problem because they believe that everybody has fights now and again and because they only fight if they have to because someone else made them mad or "asked for it." It doesn't work to tell these people that violence is wrong and

they should try other ways of settling their differences because they don't agree with that, and they are able to come up with lots of good reasons why they "should" fight and why it's OK. It's better with these people to help them to look at fighting and violence differently. By helping them to learn about fighting and violence and the harm it causes in society and in many people's lives without first focusing on their personal lives, they can make the connection to their own lives in a new way. It also helps to get to know these people better and to have a good relationship with them before challenging them on their beliefs and ways of doing things. If these people trust you, they are more likely to be willing to think about other ways of looking at themselves and their lives. When people are "pre-contemplative"—that is, really not aware that they have a problem—you need to help them to learn about the issue in a general way before you can ask them to look at it in themselves or in their lives.

As you read this, you may want to think of any examples that fit the description above. Feel free to substitute behaviours like not attending school, drinking too much, using drugs, or any other problem behaviours that you know about for fighting used in the example above, to see if what is written here makes sense to you. Also, try thinking of some examples that you know about, of situations where someone is working from a pre-contemplative approach. This will help you to decide if there is anything that is pre-contemplative for you.

In the second stage: Contemplation—people are aware that an issue may be a problem for them and that they may, in some ways, be responsible for the problem. In this stage, people are willing to consider the pros and cons of making a change in their behaviour, but are not yet willing to get ready to make a change or to commit to making a change. At this point, they need to be given the time and the support to really look at what is lost and what is gained by giving up a particular behaviour. Those who are helping them need to really listen to these people's reasons for hanging on to the behaviour and for not being willing to give it up. Most people don't give up a behaviour if they believe that they have more to loose than they have to gain, so they need help and support to see how the gains will really outweigh the losses. They also need assurance that, if they give up a behaviour, something better will be there instead.

For example, if someone is willing to see that fighting might be a problem for them, he or she needs to be sure that what s/he gives up when s/he stops fighting, (like the power to intimidate others, the status that comes from being feared, the friends that are there because

they are afraid to not be your friend) is not worth more than what s/he will get if s/he no longer fights with people (like being allowed to come to school, having friends who are there because they like you not because they are afraid of you, not getting into trouble, being given the chance to be a leader because of being strong enough not to resort to violence, being respected for being a good person and for not hurting people). It is only when the gains are greater than the losses that people will consider getting ready to make changes.

Again, as you read about this, feel free to substitute behaviours like not attending school, drinking too much, using drugs or any other problem behaviours that you know about, for fighting used in the example above to see if what is written here makes sense to you. Also, try thinking of some examples that you know about, of situations where someone is working from the contemplative stage. This will help you to decide if there is anything that is contemplative for you.

In the third stage: Preparation—people accept responsibility for their problems, see the need for change and begin to get ready to take the steps necessary to change their behaviour, but do not yet make the effort to act differently. At this point, they need assistance with finding the right resources and supports that will help them make the changes that they are willing to contemplate. As well, they need assurance that there are people who will help them to learn what they need to learn and do what they need to do to make the changes that they are now willing to consider.

For example, people, who have weighed the pros and cons of giving up fighting and who have decided that the gains of giving up fighting outweigh the losses, now need to know that they can learn other ways to gain power, status and respect, that there are people that they can be friends with who will accept them without having to prove themselves through fighting, that there are really effective ways to not fight and still win, and that there are places to go where these skills are valued and taught and where they will be welcome.

Again, as you read about this, feel free to substitute behaviours, like not attending school, drinking too much, using drugs, or any other problem behaviours that you know about, for fighting used in the example above to see if what is written here makes sense to you. Also, try thinking of some examples that you know about, of situations where someone is working from the preparation stage. This will help you to decide if there is anything in you life that you are working on from the preparation stage.

In the fourth stage: Action—people make a commitment to change their behaviour and if necessary, their environment in order to change their involvement in the issue which they now accept as a problem that they can do something about. At this point, people need to be supported to learn new skills and to be rewarded for the progress that they are making. Those who are teaching them need to understand how they learn, that is, what their learning style is, and need to be willing to teach people in ways that work for them. In this stage, people really benefit if they have helpful teachers and coaches and if they are given lots of support to practice new skills and ways for doing things so they can get over feeling awkward, and even phony, while they figure out how to successfully do things differently.

For example, people, who are giving up fighting and are willing to go into the action stage, need to learn new communication and conflict resolution skills and skills that help them to deal with their anger, their fear and their pride in safe and supportive surroundings where no one will make fun of them or put them down while they try out these new ways of doing things. At the same time, they need to be rewarded for their progress and have experiences that show them that they can be effective when they use their new skills and that they are accepted by people who they like and respect.

Again, as you read about this, feel free to substitute behaviours, like not attending school, drinking too much, using drugs or any other problem behaviours that you know about, for fighting used in the example above to see if what is written here makes sense to you. Also, try thinking of some examples that you know about, of situations where someone is working from the action stage. This will help you to decide if there is anything in your life that you are working on from the action stage.

Finally, during the last stage: Maintenance—people become established in the patterns that are necessary to maintain the changes in behaviour that they have made and have successfully dealt with the possibility of relapse because they have overcome the temptation to return to their old ways. At this point, people need to be supported and recognized for the efforts they have made and need ongoing encouragement from others to stay with the changes that they have made. People also need to stay away from those people and places that might get them to go back to their old ways so they need others around them to help them to continue to maintain their new ways of doing things. If they feel drawn to old ways, they need to be willing to reach out to their new friends, support groups and their workers to ask

for help, and these friends, supporters and workers need to respond right away. Even in the maintenance stage, people are still vulnerable so they should not be left in isolation to cope alone with potential temptations.

For example, people, who have really given up fighting, have learned new skills and have become good at dealing with frustration and conflict in non-violent ways, still may find themselves tempted on occasion to resort to violence because they feel angry and justified. These people need to have available to them friends, support groups and/or workers that they can contact and with whom they can talk about the gains and losses of letting go of their new ways of doing things so that they can remain convinced that they are no longer fighters and that, instead, they are skillful and powerful because they can stop themselves and others from getting into a fight. It is always a good idea to set up supports that will help people to maintain new behaviours and to recognize that even very skilled and capable people are sometimes tempted to go back to old ways.

Again, as you read about this, feel free to substitute behaviours, like not attending school, drinking too much, using drugs or any other problem behaviours that you know about, for fighting used in the example above to see if what is written here makes sense to you. Also, try thinking of some examples that you know about, of situations where someone is working from the maintenance stage. This will help you to decide if there is anything in your life which you are working on from the maintenance stage.

It is possible to be in different stages of changes for different things. For example, a youth may be in the maintenance stage for going to school, the preparation stage for quitting smoking, the action stage for fighting or using violence and the precontemplation stage for drug use. What is important is the youth's willingness to really look at problem areas in his or her life and the worker's willingness to work with the youth at whatever stage she or he is operating. Workers and youth must identify the stages that fit for the youth and choose an approach for working together that works for that stage. The enclosed table (see next page) may be helpful in helping workers and youth to identify stages of change and matching "best practices." The enclosed questions are meant to help with having an honest and open discussion about the things the young person needs and wants to deal with.

A need in this area is a clear understanding of the client's stage of change in order to match the intervention to that stage of change.

Matching Stages of Change with "Best Practice"

Based on Prochaska, DiClemete and Norcross (1992)

Stage of Change	Identifying Factors	"Best Practice"
Pre-Contemplation	people are not considering change because they see no need, i.e., the problem is not their problem	non-threatening relationship building activities that promote connection to positive social influences and promote insight
Contemplation	people are aware that something about their behaviour or attitude is causing them difficulty	non-threatening relationship building activities that support increasing insight and self-assessment
Preparation	people are beginning to consider making behavioural and attitudinal changes because they want to pursue a course of action, but are not yet ready to commit to action	activities and interactions that promote empowerment, responsibility, self-efficacy and a sense of personal choice
Action	people are committed to doing things differently	activities and interventions that build specific skills related to making and maintaining attitudinal and behavioural changes
Maintenance	people have made behavioural and attitudinal changes and are committed to maintaining these and will take all necessary steps including major lifestyle changes to ensure maintenance	activities and interventions that support newly acquired attitudes and skills, including new supportive relationships and community involvement

CHANGE

WORKERS	YOUTH
What is/are the reason(s) for ___ people working with you? *If the first answer is general, ask about specific goals, activities, etc..*	How do you think people can be helped to change?
What do you think is/are the reason(s) you and I are going to work together?	What, if anything, have you successfully changed in your life before?
What, if anything, have you successfully changed in your life before?	*What worked for you?*
What worked for you?	*What didn't work for you?*
What didn't work for you?	How will you work with me on changes that I'm ready to make?
What do you think the issue is that we're here to deal with together?	How will you work with me if there are any changes that I'm not ready to make?
If a problem is identified,	If I slip up or go back to old ways of doing things once we've made some changes, what will you do?
How do you see the problem? Whose problem is it?	How will you let me know what you think about how I'm doing?
How have you come to understand it this way?	
How did this come to be a problem?	
Do you think others agree or disagree with you about this problem?	
What do you think needs to change, if anything?	
What if you went to sleep tonight and a miracle happens and the problems you're facing today are solved? When you wake up, you don't know that the miracle has happened. When you wake up tomorrow, what would you notice that is different that would let you know that a miracle happened[1]?	

[1] From Berg I. & Miller S. (1992). Miracle Questions

WORKERS	YOUTH
Imagine now that we're six months into the future. We have worked together and the problems that exist today for you have been solved. What will be different in your life? What will tell you that the problems facing you today have been solved[1]? *In recognizing small, specific behavioural goals ask:* What will be the smallest sign that *the problem* is happening? When you are no longer doing *the problem*, what will you be doing instead? What will be the first sign that this is happening? What do you know about yourself, your family and your past that tells you that this could happen for you? *Additional questions from Clark, M. (1998)*[2] How did you do this? How did you know that would work? How did you manage to take this important step to turn things around? What does this say about you? What would you need to do to keep this going/do this again?	

[2] Clark, M. (1998). Strengths-Based Practice: The ABC's of working with adolescents who don't want to work with you.

COLLABORATIVE PLAN for Identifying NEEDS and Planning Responses

CONTEXT:

Identified Needs	What would it take to fulfill the Need?	What "STEPS" need to be taken toward fulfillment?	How will we know when fulfillment is achieved?

COLLABORATIVE PLAN for Identifying NEEDS and Planning Responses

CONNECTEDNESS:			
Identified Needs	**What would it take to fulfill the Need?**	**What "STEPS" need to be taken toward fulfillment?**	**How will we know when fulfillment is achieved?**

COLLABORATIVE PLAN for Identifying NEEDS and Planning Responses

CARE:			
Identified Needs	**What would it take to fulfill the Need?**	**What "STEPS" need to be taken toward fulfillment?**	**How will we know when fulfillment is achieved?**

COLLABORATIVE PLAN for Identifying NEEDS and Planning Responses

CAPABILITY:			
Identified Needs	**What would it take to fulfill the Need?**	**What "STEPS" need to be taken toward fulfillment?**	**How will we know when fulfillment is achieved?**

EXISTING CAPABILITIES (Strengths, Achievements & Successes)

Existing Capabilities in the CONTEXT Domain*(describe in full)*

EXISTING CAPABILITIES (Strengths, Achievements & Successes)

Existing Capabilities in the CONNECTEDNESS Domain*(describe in full)*

EXISTING CAPABILITIES (Strengths, Achievements & Successes)

Existing Capabilities in the CARE Domain*(describe in full)*

EXISTING CAPABILITIES (Strengths, Achievements & Successes)

Summary of Capabilities *from all domains*

COLLABORATIVE PLAN for Identifying NEEDS and Planning Responses

CHANGE:				
DOMAIN (i.e. context, connectedness, care, capability)	SPECIFIC ISSUE	CURRENT PLACE ON STAGES OF CHANGE	What "STEPS" can to be taken toward progress? (includes what worker should do and what youth can do)	How will we know when a new stage has been reached?

THINGS THAT DON'T NEED TO BE CHANGED

DOMAIN (i.e. context, connectedness, care, capability)	Things that don't need to change *(describe in full)*

Glossary and References

Glossary

assessment - using one's judgment (the process of formulating an opinion by discerning and comparing) in order to ascertain the present prevailing conditions regarding an individual or a group

capacity - ability, calibre and potential

change - to make different, make a shift, modify or transform

class - social rank, shared beliefs, behaviour, tastes and expectations of a particular group

community - linked group of people

connectedness - linked, having a bond with others

context - the inter-related conditions in which someone exists

culture - the customary beliefs, social forms and traits of a group

cultural sensitivity - openness to differences in culture

ecology - the inter-relationship of people with their environment

gender - the social construction of rules or roles based on distinguishable sexual characteristics

gender sensitivity - openness to differences in perceptions and experiences based on the social construction of rules and roles pertaining to gender

identity - self-representation (a fluid construction of self-evolving and multi-faceted)

need - a condition requiring supply or relief

relationship - a connection to another, or others, through feelings and social bonds

risk - exposure to hazard, peril, danger

resiliency - the ability to recover from or adjust to misfortune or change

self-care - looking after one's self, taking care of oneself

sexuality - quality or state of being sexual

sexual orientation - one's inclinations regarding one's own sexuality and that of one's partner

worker - helper

youth - young person

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The final report, full literature review and summary description of the tool review for this project can be viewed at: http://web.uvic.ca/cyc/naty

On the Transtheoretical Model for Stages of Change:
http://hsc.usf.ed/~kmbrown/Stages_of_Change_Overview.htm

National Crime Prevention Centre, Department of Justice Canada
http://www.crime-prevention.org

B.C. Ministry for Children and Family Development
http://www.gov.bc.ca/mcf/

National Clearinghouse on Family Violence, Health Canada
http://www.hc-sc.gc.ca/hppb/familyviolence/

On sexual minority youth:
http:www.smyal.org *(Gay Youth Newsgroup)*
http:www.youth.org.ssyglb/ resources.html (*Sexual Minority Youth Assistance League)*

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